

Review of Formative Assessment Practices: Primary Evidence on Relationship with Self-efficacy and Self-esteem

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Abstract

Robust literature was conducted to confirm the positive effect of formative assessment on learning outcomes. However, less is known about the reason why formative assessment techniques impact student achievement. Besides, there are insufficient studies about relationships between formative classroom assessment techniques and self-efficacy, self-esteem. This article reviews literature related to use of formative assessment in classrooms, self-esteem and self-efficacy with intention to explore the connections. Students responded to questionnaires which covers results, discussion and implications about future study. The quasi-experimental research was designed to define the relationship between students' achievement and formative assessment in classroom instructional approach. It is found that reducing variation in students' achievement could be attained by increasing variation in formative assessment in classroom instructional approach with the presence of promoting self-esteem and self-efficacy.

Keywords: formative assessment, achievement variation, self-esteem, self-efficacy

1. Introduction

It is common for the achievement gaps existing among students learning due to the distinctive background, experience and cognitive disparities. Chinese learners consider English as the foreign language with the requirements of use those skills such as listening, speaking, reading, writing and translating by educational department, which however, depend heavily on test and exams through summative assessment while contributing little to language learning effectively. The real situation always disappoints educators and policy-makers, as well as frustrating students to improve. Both teachers and students do not take active engagement with formative assessment techniques hence the strengths for improving student learning have not been fully realized.

Assessment drives learning. "Assessments are the means set in place to monitor progress of students as they proceed to meet the objectives of a course" (Kulamakan Kulasegaram & Patangi K. Rangachari, 2018). Assessment is defined as measurement of learning achievement and process towards outcomes (T. C. Reeves & J. G. Hedberg, 2003). It refers to the instrument by which information about learning quality is obtained, standards are maintained and learners hence are motivated (B. W. Imrie, K. Cox & A. Miller, 2014; V. J. Shute & Y. J. Kim, 2014) by good grades, meeting requirements of a course, actionable feedback, altering attitudes, training, honing skills and long-haul enthusiasm (Brown S, 2005). Objective states what needs to be learned. Assessment measured whether the needs have been met or not. Eisner (1985) broadly classified the educational goals into instructional and expressive. Formative assessment is designed to provide feedback to monitor and support for learning development. It involves learning evidence collected through various classroom assessment practices (Black William, 1998;1999) and includes a variety of procedures arise during instruction (Wiggins & McTighe, 2007). In the same year, Ruiz-Primo and Furtak identify formative assessment as "assessment for learning not assessment of learning" (pp. 205-235). Moyosore (2015) examined the influence of formative assessment on achievement scores whereas little study has been explored in EFL context in China.

2. Literature Review

Assessment is indivisible to teaching process and the formative assessment enables personal development and effective learning (Black & William, 1998). Learning quality is improved if the classroom culture is formed, feedback from assessment practice is absorbed and more commitment are engaged in performance improvement which self-efficacy and self-esteem have the potential to significantly impact.

2.1 Formative Assessment

Formative assessment was first advocated by Scarlett in his book Evaluation Methodology and then Bloom proposed the importance of formative assessment compared with summative ones. It is consistent that formative assessment promotes efficient teaching (Wen, Q.F, 2011), learning motivation (R.P. Cao & Y.P. Chen, 2013), cooperation between teachers and students (Saravani & Clayton, 2009), student engagement in learning activities (Asadi et al., 2017) which significantly correlated with self-efficacy (Bandura, 1977;1986) and

self-esteem (Bowden, 2021).

Formative assessment refers to the “assessment encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black & Wiliam, 1998, p. 8). Another version of definition is that “practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better or better founded, than the decisions they would have taken in the absence of the evidence that was elicited” (Black & Wiliam, 2009, p. 9). In a decade, the definition has made some changes on emphasis from activities to practices, from information for feedback to achievement of evidence, from just teachers and students to teachers, students and peers, from modifying activities to making decisions about future instruction. College faculty can make decisions about how to adjust and plan future lessons. These enlarge purposes, functions, participants and procedures. A similar explanation by Greenstein (2010) is that “a teacher uses information from a particular assessment to track learning, give students feedback, and adjust instructional strategies in a way intended to further progress toward learning goals” (p.29). The learning process is considered as another aspect in monitor. Multiple assessment tasks should be given in which the formative assessment is excluded gradings and anonymous while the summative one is to earn a grade. However, the biggest drawback for embracing formative assessment in lesson plan would narrow the available time to content teaching in class. In order to alleviate the burden to free lecturers as assessors, five principles are proposed by Wiliam and Thompson (2006, p. 64): “1. Clarifying and sharing learning intentions and criteria for success. 2. Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning. 3. Providing feedback that moves learners forward. 4. Activating students as instructional resources for one another. 5. Activating students as the owners of their own learning.”

Formative assessment or assessment for learning emphasizes the “role assessment continually plays to help refine and ameliorate the field and craft of syllabus design and curriculum development”, from an empirical and pedagogical perspective (Khalid SAID & Abdelouahid El MOUZRATI, 2018, p.234). Black and William (1998a) confirmed that formative assessment can impair achievement gap and fair learning gains for all students. Formative assessment provides students and lecturers with clarified learning and teaching goals, thus more learner-centered. It also can enrich and encourage student learning, reinforce active involvement, enable collaboration and allow both lecturers and students realize the way learning took place. It is a valuable and effective strategy for enhancing learning and teaching, namely knowledge transfer and instruction transformation (Kulamakan Kulasegaram & Patangi K. Rangachari, 2017). In the general sense, formative assessment not only clarifies what was learned but also what should be done with what was learned. The general process of formative assessment incorporates designing, implementing, data collecting and analyzing, summary and report, feedback. Formative assessment strategy clearly examines understanding and supporting learning and instruction adjustment due to the evidence. Hence the formative assessment is considered as imperative and feasible vehicle of developing higher education quality (Maier, Wolf, & Randler, 2016). Black and Wiliam (2018) proposes four principles of formative assessment inclusion of active involvement, learning benefits, timely feedback, instruction adjustment, which imply effective strategy for learning motivation, learning attitude, learning interest (Poth, 2018). Therefore, the formative classroom assessment has transformed the learning environment into a more interactive way.

2.2 Self-efficacy and Self-esteem

Self-efficacy and self-esteem impact a person’s performance and development (Tumboimbela et al., 2019). Self-efficacy refers to “beliefs in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands” (Wood & Bandura, 1989, p. 408) thus a self-assessment in a specific situation (Achmad Setiyo Prabowo et al., 2021). Self-esteem is stated as “a global personal judgment of worthiness that appears to form relatively early in the course of development, remains fairly constant over time, and is resistant to change” (Campbell, 1990, p. 539). People with high self-efficacy “invest more effort and persist longer” and “recover quickly and could maintain the commitment to their goals through setbacks” (Schwarzer, 1997, p. 2). Having high self-esteem means “accepting feelings such as being scared and lonely and know they are right no matter what types of feeling they may be having (McFarland, 1989, p.152).

According to the aforementioned, there are insufficient studies about relationships between formative classroom assessment techniques and self-efficacy, self-esteem. Besides, less is known about the reason why formative assessment techniques impact student achievement which would purposefully represent a holistic exploration of collaboration among learners, learning environment and formative assessment. In this study, quasi-experimental research was designed to define the relationship between students’ achievement and formative assessment in classroom instructional approach. To reduce variation in students’ achievement by increasing variation in formative assessment in classroom instructional approach and make causal effects explicit, three research questions were specified accordingly:

1. What are the achievement gaps among classes before and after enrichment of assessment techniques in formative way?
2. How are the formative assessment techniques beneficial to address the achievement variations?
3. What are the factors influencing students’ performance on formative assessment tasks?

3. Method

In order to investigate the relationship between students’ achievement and formative assessment in classroom instructional approach, the experimental research was employed. Scores on learning achievement between two groups in pre-test and post-test were compared.

Moreover, the influencing factors were analyzed as well.

3.1 Instrument

Data was collected by two exam-papers and two questionnaires hereby the descriptive statistics were analyzed through SPSS software version 13. The convenience sample consisted of 187 college students who firstly participated in a pretest in the 9th week to explore the achievement disparities, then divided into two groups, including experimental group (n=40) and control group (n=147). The former one was expectedly administered greater formative assessment while the latter in traditional classroom settings. Eventually, a posttest was designed covering the required learning objectives already clarified in the instructing process. To determine whether there is relationship between students' achievement and formative assessment in classroom instructional approach, the mean and standard deviation of grades similarly were compared with those in the 9th week exam. To identify the intersecting aspects impacting students' performance, Rosenberg Self-Esteem Scale and General Self-Efficacy Scale were conducted in this study which were the goals for lecturers improve while instructing. Based on the results of first two research questions and classroom assessment practice, the assessment methods, being capable of affordance and catalyst self-efficacy and self-esteem, would be established.

The instrument employed an online questionnaire consisting of twenty multiple choice questions about self-efficacy and self-esteem, Likert scale of four points where score 1 indicator of disagree and score 4 strongly agree, and two open-ended questions on e-portfolio usage. Descriptive statistics is used to analyse the data obtained from questionnaire. The questionnaire was reviewed and validated by two professors in the field of language teaching and assessing. Then it was assigned via e-mail to student respondents who were convenient sampling.

3.2 Analysis Procedures and Results

A convenience sample 187 first year students in a China local Normal University consists of 119 male students and 68 female students with same age range and English as a foreign language. They all attend an eighteen-week course of College English.

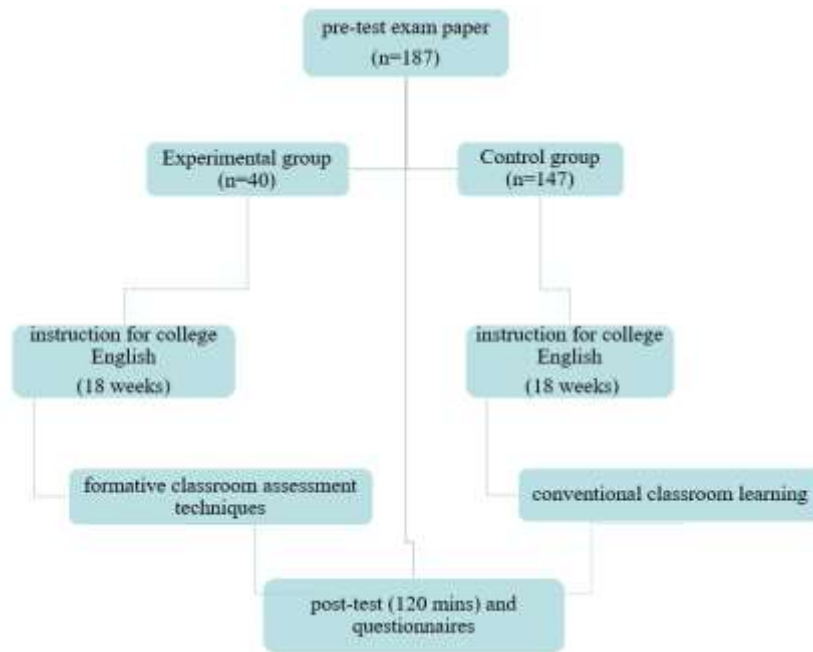


Figure 1. Experimental procedures

In the descriptive study, mean scores and standard deviations were compared to find out distinctive variations between classes. In the 9th week in this semester, all participants were administered an hour exam paper intended to test the mastery content knowledge learned from the first three units on text book College English. 187 test papers were graded based on the evaluation criteria. Mean and standard deviation were described (See Table1)

Table 1. Mean and Standard deviation in the pretest

Class	N	Mean	SD
1	40	76.35	19.372
2	35	80.09	16.409
3	34	82.71	10.627
4	39	78.16	11.389
5	39	80.95	14.514

The statistics have shown that higher mean score and lower standard deviation fall on the 3rd group (N=34, M=82.71, SD=10.627) which indicate the less variations between students' achievement in this class, compared to other classes. The 1st group learners vary most in

their level of achievement and the mean score is obvious at the bottom (N=40, M=76.35, SD=19.372). The other groups seem to be moderate in comparison with the best and poor with similar mean scores whereas the disparities are distinctive. These five groups were then divided into experimental and control group according to the examining results of participants' previous knowledge on the content knowledge.

At the 18th week, another exam-paper was administered to all students participating in English learning for 18-week long. The results in this posttest implied differently from those in pretest (See Table1).

Table 2. Mean and Standard deviation in the posttest

Class	N	Mean	SD
1	40	62.4	11.099
2	35	55.7	13.787
3	34	56.3	11.548
4	39	57.3	15.627
5	39	49.4	18.105

The scores have shown that higher mean score and lower standard deviation fall on the 1st group (N=40, M=62.4, SD=11.099) which indicate the less variations between students' achievement within this group, compared to other classes. The last group learners vary most in their level of achievement and the mean score is obvious at the bottom (N=39, M=49.4, SD=18.105). The other groups seem to be moderate in comparison with the best and poor with similar mean scores whereas the disparities are distinctive.

Table 3. Mean score of self-efficacy and self-esteem

Class	N	Self-efficacy	Self-esteem
1	40	23.3	27.4
2	35	24.3	27
3	34	26.9	26.8
4	39	24.7	26.9
5	39	23.7	26.5

From the online questionnaires done by individual student, the mean scores in each group were calculated. It was shown that the highest self-esteem (Mean=27.4) was seen in the experimental group with lowest self-efficacy (Mean=23.3), while the highest self-efficacy (Mean=26.9) happened in control group.

Table 4. Correlations between Mean score, self-efficacy and self-esteem

	Pearson Correlation	Sig. (2-tailed)
self-efficacy	-.056	.929
self-esteem	.948	.014

The above provided the data about relations between mean scores obtained from post-test, self-efficacy and self-esteem. The mean scores represent levels of English after the treatment implemented. It is reported that there is a significant and positive relationship between mean score and self-esteem (r=.948, p<.05). However, mean scores and self-efficacy are insignificantly correlated in the negative way (r=-.056, p>.05).

Table 5. Independent sample t-test for the pre-test scores of both groups

	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	-2.068	3	.131	-4.3000

There is no significant difference between experimental group and control group (p=.131>.005) and a significant level of confidence to claim that treatment has been effective

Table 6. Paired sample t-test of the experimental group

	Mean	Std. Deviation	Std. Error Mean	t	df	sig. (2 tailed)
post-test	-15.4359	13.7090	2.1952	-7.032	38	.000
pre-test						

It was reported statistically significant difference pre-test and post-test (p=.000<.005).

Table 7. Independent sample t-test for the post-test scores of both groups

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	1.931	3	.149	7.7250	4.0004

There are no significant differences between experimental group and control group (p=.149>.005)

4. Findings and Discussion

This article was designated to answer three questions. The first one was to explore the achievement gaps among classes before and after enrichment of assessment techniques in formative way; the second question was that formative assessment techniques are beneficial to address the achievement variations; the third one responded to the factors influencing students' performance on formative assessment techniques.

Formative assessment is structured with initiating discussion of the misunderstanding of language quiz, or grouping students for further discussion on the writing they did before, or pairing students to read writing with a list of questions. Formative assessment embodies teacher’s expectations to gain insights into student’s level and refine teaching practice which is undergirded by teacher’s more knowledge of how to develop instructing and learning. Therefore, the truth of formative assessment is informing to both learners and educators, or highly impact on student learning. There are a variety of assessment approaches on the basis of e-portfolios. In this study, it is not simply a tool for formative assessment, but also leads to benefits as a learning catalyst tool.

In addition to questionnaire administration, on the first day of the course College English, students were informed about using assessment for learning, coursework, classroom activities and assessment criteria, in which they were required to carry out during this semester. All the individual coursework and group activities were collected, which the lecturer could access and provide feedback comments.

Research Question 1: What are the achievement gaps among classes before and after enrichment of assessment techniques?

The results from posttest are quite distinctive from that in pretest both in the mean scores and the standard deviations which shows learning achievement was improved greatly before and after the intervention of formative assessment techniques. This agrees with statement that both self-efficacy and self-esteem have been related to academic performance (Honicke & Broadbent, 2016; Lei et al., 2018). In the traditional instruction with less formative classroom assessment techniques, the first EFL learner group were poorer in language test and the individual differences in learning outcomes were larger. This study aims to investigate the formative assessment implemented in the classroom instruction to promote English learning and minimize the achievement gaps among students. Therefore, the statistics show positive influence of formative classroom assessment on English teaching and learning.

Research Question 2: How are the formative assessment techniques beneficial to address the achievement variations?

It is widely admitted that assessment is an integral part of teaching and learning, which can encourage learning as an instructional tool. Additionally, adjustment to teaching design are required as well as instructional procedures preferring more classroom formative assessment techniques.

To reduce gaps in students’ achievement, variations in classroom assessment are required in increasing demand. In this study, formative assessment approaches, for instance, self-assessment, peer-assessment, group-discussion, oral presentation, list-10-things, placemats, think-pair-share and CV-making were designed in the teaching plan and implemented in teaching students in experimental group for 14 weeks (See Table 8). Moreover, test and quiz in a summative form were also administered during semester and at the end of that semester. The classroom-observations, assignments, exam papers and documents were stored in both digital and print formats. It demonstrated the learning process and development individually and collectively.

Table 8. Formative assessment techniques used in classroom teaching

FA techniques	Teaching objectives	Teaching design &activities
reflection	writing” my dream job”	write a paragraph, reflection with 4 questions, read writing with at least 3 questions, writer think about these questions, revise writing, final submission
peer-assessment		
self-assessment		
think-pair-share	writing and email CVs	write CVs, show CV to partners with advice, revise CVs, share CVs on QQ group, select 3 examples with feedback
list-10-things	writing a statesman	list 10 things learned in this unit, write them on PLACEMAT (designed before class instruction), presentation with peer-evaluation forms (5), write 3 sentences to describe a statesman based on the above stages
placemats		
oral presentation	text-retelling	assign 10 paragraphs, read together to find out main ideas of each paragraph, summary with one sentence in turns
group-discussion	primary understanding of text	
turn and talk		
one-sentence- summary		

Each student was required to participate in these learning tasks during that semester and their performance is regarded as credit ranging from 0.5 to 2.0 which were accumulated in the final scores.

Research Question 3: What are the factors influencing Ss performance on formative assessment techniques?

Various assessment methods were implemented in teaching language. Nonetheless, the results seemed to be quite varied. The formative treatment integrated in the instructional plan and conducted in classroom teaching. It needs more engagement in the pair-work, group discussion, presentations and so forth. The engagement in learning will be facilitated when students use smartphones to create electronic portfolios recording learning process in a more flexible and autonomous way, as well as providing formative feedback and sharing work (Bronwyn Hegarty & Matt Thompson, 2019). It is supposed that learners would have high self-efficacy and motivation, exhibit enjoyment or satisfaction in their study, have positive attitudes and show interest in learning tasks” (Karim & Behrend, 2013). However, this study led to a different claim that the performance on formative assessment in classroom was positively affected by self-esteem, thus the individual differences can be decreased through various learning activities and high self-esteem will be promoted which encourage learning.

It was found that survey participants admitted that e-portfolios had encouraged them to learn English, participants noted the value of e-portfolios for their learning meanwhile, students who deployed an e-portfolio demonstrated an increase in their generic skills, as well as stronger motivation and self-esteem compared to those who did not use it.

The results also show that self-esteem is significantly correlated with academic achievement in positive way. It is consistent with the findings that self-esteem makes positive contributions to student achievement (Alokan et al., 2014; Adiputra, 2015; Ashari et al., 2019). Sharmimi Nabila Ahmat et al. (2018) found that negative correlation between self-esteem and academic performance among undergraduate students. As to the relationships between self-efficacy and learning achievement, it is found to be insignificant. It is similar to the study conducted by Prabowo et al. (2021). Besides, those who achieved less than average level tended to show lower self-esteem. The higher rates in assignment submission, improved performance in English learning and scores in exams also were considered as contributors for learning development. Achmad Setiyo Prabowo (2021) indicated that absence of self-esteem or self-efficacy would not necessarily impact academic performance. The presence of formative classroom assessment strategies can make up for the shape and improvement. The factors linked to academic achievement refer to self-esteem and self-efficacy. Academic performance is related to levels of self-efficacy and self-esteem (Lei et al., 2018). The behavior and environment can influence self-efficacy (Bandura, 1986) and predict learning performance on assessment tasks. The active learning may lead to changes on students' engagement in their learning and student-centered learning environment.

5. Conclusion

This article, at the outset, reviews literature related to use of formative assessment in classrooms, self-esteem and self-efficacy with intention to explore the connections. Next quasi-experimental research was designed to define the relationship between students' achievement and formative assessment in classroom instructional approach. Specifically, this article employed experimental pre-and post-test design to reduce variation in students' achievement by increasing variation in formative assessment in classroom instructional approach. Besides, student achievement was significantly influenced by the factor of self-efficacy in classroom learning activities and self-esteem. It is implicated that formative classroom assessment techniques are the far better and efficacious approach for learning and teaching. It presents the account of the implementation of six units from the College English course to illustrate how formative classroom assessment techniques can be embedded and integrated into instruction in ways that are authentic catalyst to language learning. The assessment and feedback process reflected an instructional approach and supported students learning. formative assessment, to some extent, can predict value of summative assessment.

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APPENDICES 1:

Self-efficacy &Self-esteem Scale

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At times I think I am no good at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am able to do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I certainly feel useless at times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I feel that I'm a person of worth, at least on an equal plane with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. All in all, I am inclined to feel that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.I take a positive attitude toward myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDICES 2:

Exam papers

Part I (20 minutes): There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentences.

1. The _____ company paid out for the stolen jewelry and silver.
A. assurance B. insurance C. injection D. corporation
2. I cannot _____ what will happen next year.
A. precede B. elect C. indicate D. predict
3. I think I began to understand its significance _____.
A. over time B. on time C. in time D. all the time
4. Music first _____ her when she was four years old.
A. crooked B. hooked C. hooded D. hooted
5. Your _____ for doing something is what causes you to want to do it.
A. creativity B. motivation C. challenge D. imagination
6. The dull party finally _____ when a famous band arrived.
A. came to life B. came to light C. came to hand D. came across
7. Jane _____ as the director after Richard retired.
A. took in B. took out C. took over D. took off
8. Out of _____ for the homeless children he gave them shelter for the night.
A. apathy B. empathy C. symphony D. sympathy
9. John is usually late for appointments. I will be very surprised if he _____ on time.
A. shows off B. shows around C. shows out D. shows up
10. Tragically, the young poet died in hospital from a bacterial _____.
A. infection B. injection C. instruction D. indication

11. "Of course I'm _____; 2-10, there's no defense for that, particularly when expectations were so high," the coach said.
 A. nervous B. fearful C. embarrassed D. anxious
12. The _____ talk of marriage put tension on their relationship.
 A. inevitable B. uncertain C. inedible D. convincing
13. The boss asked her to _____ of the office for a few days while he was away.
 A. take in charge B. take charge C. take on charge D. get charge
14. From our perspective there is _____ that women in government drive policy for women.
 A. no excuse B. in excuse C. in doubt D. no doubt
15. After admitting she still loves him, she _____ asks him to leave.
 A. nonetheless B. anyway C. however D. though
16. "In my view, all of the _____ shown in this video require independent investigation," Melzer said in an interview.
 A. accidents B. incidents C. injuries D. emergencies
17. She became _____ her father's drug use as she neared high school graduation.
 A. aware B. aware of C. awareness D. unaware
18. He's been talking for more than two hours, I _____ wish he would stop talking.
 A. have B. did C. do D. am
19. She may not be the most interesting speaker, but what she said _____ make a lot of sense.
 A. did B. has C. does D. do
20. The social work _____ by the club is just as important as the cultural or sporting side.
 A. undertaken B. undergone C. underdone D. underpaid
21. On his retirement, his colleges _____ him with a set of golf clubs.
 A. gave B. presented C. awarded D. provided
24. The ceremony lasted two hours and we had to stand _____.
 A. during B. throughout C. within D. along
25. The paintings come from his private _____.
 A. assembly B. collection C. group D. list
26. She is attracted by the _____ features of the landscape.
 A. outstanding B. outlook C. outcome D. outskirts
27. Complete projects must be _____ by March.
 A. submerged B. substantiated C. submitted D. subordinated
28. The ads are intended to improve the company's _____.
 A. item B. icon C. symbol D. image
29. She is due to _____ a speech on genetic engineering.
 A. delete B. depart C. derive D. deliver
30. All flights have been _____ due to the bad weather.
 A. cancelled B. rejected C. prevented D. stopped

Part II Translation (30 minutes)

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English.

在中国,火锅已有 2,000 多年的历史,最早流行于最寒冷的地区,然后在很多地区盛行,出现了具有地方特色的种类。吃火锅时,家人和朋友围坐在桌边,桌子中间放着热腾腾的火锅。吃火锅时人们可根据自己的口味放肉、海鲜、蔬菜和其他配料,自己烹饪。人们可以一边尽情地聊天,一边享受美餐。

Part I: Writing (2014)
 Directions: For this part, you are allowed 30 minutes to write an essay on the topic "College Study and Career Preparation". You should write at least 120 words but no more than 180 words according to the outline given below by Chinese.
 1. 读大学与职业准备的关系
 2. 读大学对职业准备的作用
 3. 读大学对职业准备的影响

Part II: Listening Comprehension (2014)
 Section A
 Directions: In this section, you will hear two short passages. At the end of each passage, you will hear two or three questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Section B
 Directions: In this section, you will hear two short conversations. At the end of each conversation, you will hear two or three questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Section C
 Directions: In this section, you will hear two passages. At the end of each passage, you will hear three questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Section A: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

Section B: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

Section C: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

Section A
 Directions: There are 2 passages in this part. Each passage is followed by three questions or statements. For each of them three or four choices marked A, B, C and D. Choose the best answer to each question (20%).

Passage 1
 Questions 11 to 13 are based on the following passage.

Section B
 Directions: There are 2 passages in this part. Each passage is followed by three questions or statements. For each of them three or four choices marked A, B, C and D. Choose the best answer to each question (20%).

Passage 1
 Questions 14 to 16 are based on the following passage.

Section C
 Directions: There are 2 passages in this part. Each passage is followed by three questions or statements. For each of them three or four choices marked A, B, C and D. Choose the best answer to each question (20%).

Passage 1
 Questions 17 to 19 are based on the following passage.

Section A: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

Section B: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

Section C: Class
 Directions: Complete the passage with appropriate words or phrases chosen from the box (10%).

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